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ABSTRACT

This document is a compilation of existing policies, procedures, guidelines, rules, and regulations previously adopted by the Illinois Junior College Board, from its establishment in September 1965 through May 1973. Also in the document is a listing of due dates for various documents that are to be sent to the board office during the following year. The 10 sections of the report are: Requirements for State Recognition; Administration; Instructional Programs; Public Service Programs; Learning Resources; Student Services; Finance; Physical Plant, Site and Construction; Research and Management Information; and Deadline Dates. The four appendixes to the report are: Official Forms; Management Information System Manual; Master-Planning Manual; and Uniform Accounting Manual. (DB)

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POLICIES, PROCEDURES, GUIDELINES, RULES AND REGULATIONS FOR THE ADMINISTRATION AND OPERATION OF PUBLIC JUNIOR COLLEGES

JC 740 151

(COMPILATION OF EXISTING ACTIONS OF THE ILLINOIS JUNIOR COLLEGE BOARD)

ILLINOIS JUNIOR COLLEGE BOARD
D-500

EFFECTIVE DATE
JUNE 15, 1973

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PREFACE

This document, in Sections I through IX, is a compilation of existing policies, procedures, guidelines, rules, and regulations previously adopted by the Illinois Junior College Board, from its establishment in September 1965 through May 1973. Section X is a listing of due dates for various documents which are to be sent to the Illinois Junior College Board office during the coming year.

The purpose of this document is twofold: (1) to list in one publication all of the policies, procedures, guidelines, rules, and regulations of the Illinois Junior College Board for use and implementation by community college officials, and (2) to provide a document which community college officials may review in order to suggest substantive changes that need to be made by the Illinois Junior College Board before forwarding this manual to the Secretary of State's Office in accordance with Section 102-4 of the Illinois Public Junior College Act as the official rules and regulations of the State Board.

Any suggestions for change in this manual should be submitted to the Illinois Junior College Board office no later than November 1, 1973 to provide time for review by the IJCB and its staff. It is anticipated that the final official copy of the rules and regulations will be sent to the Office of the Secretary of State, Index Division, by January 1974.

Fred L. Wellman
Executive Secretary

John L. Forbes
Associate Secretary

INTRODUCTION

For the past several years, since passage of the Public Junior College Act in 1965, the Illinois Junior College Board has conducted a recognition program which parallels very closely the regional accrediting program of the North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education. The state recognition program has been premised upon evaluation visits by educational peers for initial recognition of new Illinois public junior colleges, and has involved peer evaluators in periodic review visits every fifth year of college operation for follow-up purposes. Both types of recognition visits have utilized professional experts from outside the institution as examiners and have focused, for the most part, upon the internal workings of the colleges in administration, curriculum and instruction, and in student personnel services.

As a way of beginning the new state system of public junior colleges, such an approach to state recognition was both logical and practical. For in seven years' time, the new state system burgeoned from a handful of high school based junior colleges into a network of comprehensive community colleges on 47 campuses, in 37 Class I districts, and one experimental district governed by the State Board. A high priority task during this period was to achieve regional accreditation, or normal progress toward accreditation, for each of the 47 new campuses as quickly as possible, so that credits received by students would transfer to senior institutions or be recognized by employers who sought to employ junior college graduates, and so that new public junior colleges could qualify for the receipt of federal funds.

That priority task has largely been accomplished now. Thirty-one Illinois public junior colleges presently enjoy full membership in the North Central Association. The remaining 16 campuses are candidates for accreditation and will, in all probability, receive full accreditation in another year or more. All 47 campuses are presently in good standing with the Association. This is an enviable record of accomplishment, really, for which the local communities, boards of trustees, administrators, faculties, and students at the 47 campuses can be justifiably proud.

But time moves on, and new priorities emerge in a system of institutions so fundamentally important to the citizens of Illinois as their community colleges. One new priority looms in high relief. There is an urgent need at the present time to focus on the output of each junior college campus, to determine the relative efficiency and effectiveness of each institution, and to master-plan at the local campus and state system levels in order to provide a maximum of community college education with increasingly precious educational dollars. The urgent priority task now is to help each college in the system develop to its full potential.

The new priority task requires a new approach to state recognition for Illinois public junior colleges. Accordingly, four new standards and criteria have been established by the Illinois Junior College Board as described in Section I in an effort to help the campuses across the state enhance their efficiency and effectiveness. Compliance with these standards and criteria is required of all public junior colleges for continued recognition by the State of Illinois.

The four standards involve the timely submission to the State Board of management information system reports and campus master plans; compliance with state rules

and regulations; and maintenance of regional accreditation.

Specific criteria for each standard include details in the Illinois Junior College Board's Management Information System Manual, Master-Planning Manual, Rules and Regulations Manual, and submission of North Central Association reports and other pertinent information to the State Board offices.

The new state recognition program continues initial recognition visits by the State Board staff to newly established junior colleges, but abandons periodic review visits by professional peers which focus upon a college's compliance with criteria that parallel those of the North Central regional accrediting agency. However, this does not mean the State Board is abandoning campus on-site evaluations. The Illinois Junior College Board, under new recognition procedures, reserves the right to schedule an on-site fiscal and program audit at any campus, at any time, for any reason the State Board deems sufficient. Each campus will receive at least 30 days' notice in advance of an audit. On-site campus audits will focus on the college's compliance with the Rules and Regulations Manual. These audits will also seek extensively to involve citizens served by the college in the campus evaluation process.

It is anticipated that the new recognition program will provide state government with a modifiable, systemwide state plan based on abundant "grass roots" input, as well as comparative evaluations of college productivity for the purpose of motivating change and improvement at a local and system level. Such a program should provide information which is invaluable to government leaders who must make wise decisions about community college education that are in the best interest of all Illinois citizens.

SECTION I

Requirements for State Recognition

1.0 Compliance with Standards and Criteria

Compliance with the four standards and criteria listed below is required of all public junior colleges in Illinois for continued recognition, in good standing, by the state.

1.1 State Board Management Information System Reports

1.11 Standard 1

To qualify for state recognition, each public junior college campus in Illinois must submit in a timely fashion, and gain approval of, management information system data as required by the Illinois Junior College Board.

1.12 Criteria 1

Analysis and evaluation of specific data items in the State Board's management information system submitted by each campus at various times throughout the year will comprise the specific criteria against which institutional compliance with the first standard will be judged.

1.13 Of prime importance here will be campus information derived from:

(1) College utilization of staff

(2) College utilization of space

(3) Student utilization of programs

(4) Community utilization of the institution

(5) Costs

(6) Other data items as defined by the State Board

1.14 Each public junior college must comply with the Illinois Junior College Board's Management Information System Manual which is an integral part of these criteria. Current editions each year will be in force.

1.2 Campus Master-Plans

1.21 Standard 2

To qualify for state recognition, each public junior college campus in Illinois must submit in a timely fashion, and gain

approval of, an updated comprehensive educational and physical plant master plan as required by the Illinois Junior College Board.

1.22 Criteria 2

Analysis and evaluation of specific information items in the master-plan submitted by each campus will comprise the specific criteria against which institutional compliance with the second standard will be judged.

1.23 Of prime importance here will be campus information derived from:

(1) College analyses of its geographic area and people to be served

(2) College analyses of educational needs of its clientele

(3) College plans for adding new programs and dropping old ones in the light of people's educational needs

(4) College enrollment and financial projections for implementing the program add-drop plan

(5) College projections of space needs

(6) Other items of information as defined by the State Board

1.24 Each public junior college must comply with the Illinois Junior College Board's Master Planning Manual which is an integral part of these criteria. Current editions each year will be in force.

1.3 State Board Rules and Regulations

1.31 Standard 3

To qualify for state recognition, each public junior college campus in Illinois must adhere to the rules and regulations established by the State Board for the administration and operation of a campus.

1.32 Criteria 3

Analysis and evaluation of campus administration and operations will be performed through on-site fiscal and program audits by the State Board, and other appropriate groups as designated by the Board.

1.33 The Illinois Junior College Board's Rules and Regulations Manual will comprise the specific criteria against which institutional compliance with the third standard will be judged.

Each public junior college must comply with the Illinois Junior College Board's Rules and Regulations Manual which is an integral part of these criteria. Current editions each year will be in force.

1.34 Public junior college campuses will be notified at least 30 days in advance of an on-site audit.

1.4 Regional Accreditation

1.41 Standard 4

To qualify for state recognition, each public junior college must seek, in the normal time span gain, then continuously maintain full membership in the North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education.

1.42 Criteria 4

Progress made by each campus in gaining and maintaining regional accreditation; cooperation with the State Board office by informing the IJCB staff of NCA examination dates in advance of Association visits; submission to the State Board, in advance of NCA visits, of copies of reports and other NCA information compiled in preparation for Association examiners; as well as submission to the State Board of NCA Examiners' Reports after their visits, constitute the criteria against which institutional compliance with the fourth standard will be judged.

1.43 The new State recognition program is based, in part, on a careful articulation between the public junior colleges of Illinois, the Illinois Junior College Board, and the North Central Association, Commission on Institutions of Higher Education. The Illinois Junior College Board has arranged with North Central officials to have the IJCB Recognition Officer participate as an observer in all NCA Examiners' visitations to public junior colleges in Illinois.

1.5 Recognition Certificates

1.51 The Illinois Junior College Board, beginning September 1, 1973, will issue recognition certificates with open expiration dates to all Illinois public junior colleges which have achieved full membership in the North Central Association and which, in the judgment of the State Board, clearly meet all four standards and their respective criteria enumerated above.

1.52 Public junior colleges which are candidates for full membership in the regional association, and which, in the judgment of the State Board, clearly meet the standards and criteria above, will be issued annual recognition certificates until such time as they achieve full membership in the North Central Association.

1.53 Public junior colleges which, in the judgment of the State Board, do not clearly comply with all four standards and criteria enumerated above will be recognized on an annual basis with probationary status until such time as the standards and criteria are met, or until such time as the State Board formally withdraws recognition.

1.6 Campus Evaluation

1.61 All campuses in the system will be evaluated continuously by the State Board for compliance with the four standards and criteria enumerated above.

1.62 Upon evaluating the compliance of an Illinois public junior college with the four standards and criteria, the Illinois Junior College Board will provide the campus with a listing of objectives for future study, planning or implementation which it believes will best advance the pursuit of excellence on the campus.

1.63 No human organization ever operates perfectly; therefore, strengths of the campus will be weighed against weaknesses by the Board in arriving at state recognition decisions.

1.7 Submission of Information to the State Board

1.71 Failure of an Illinois public junior college to submit in a timely fashion recognition program MIS data, master-planning information, NCA reports, or other documents identified in the State Board's Rules and Regulations Manual may result in the State Board suspending the recognition of the campus.

1.72 While the recognition of a campus is suspended, the State Board shall also suspend all state funding to the campus.

1.73 If recognition of a suspended college is fully withdrawn, the State Board will deduct the daily student credit hour production, and commensurate state funding accrued during the period of suspension, from the final apportionment claim submitted by the campus.

1.74 A college may avoid suspension or recognition by arranging with the IJCB office in advance of a given report deadline date for the late submission of recognition program information. However, only emergency circumstances will be considered by the Board as sufficient reason for extending a reporting deadline date.

SECTION II

Administration

2.0 Roles of the Local Board and Administration

2.01 The board of a junior college district performs the functions and assumes the responsibilities authorized in the Public Junior College Act. The board of a junior college district serves as a policy-making agency for the college district. The board delegates the administration of the educational program and business affairs of the district to the administrative, teaching and other personnel who are employed for these purposes.

2.02 The delineation of roles of the board and of the administrative staff should be stated in a document or documents containing board policies and procedures.

2.03 The minutes of meetings of the board should show how these roles are implemented in operational terms.

2.1 Required College Documents

2.11 The following documents shall clearly identify and delineate the authority and responsibility of all personnel in the total operation of the junior college:

(1) District junior college board policies and procedures

(2) Faculty and/or administrative handbook

(3) Organizational chart

(4) College catalog

(5) Student handbook

2.12 The various segments of the junior college community should be involved in policy development.

2.13 Policy documents should be the subject of a periodic review to ensure their relevance to current practices.

2.2 Responsibilities and Qualifications of Administrators and Other Staff

2.21 The administration of the junior college district shall be the responsibility of the chief administrative officer and shall be in accordance with policies and directives of the district junior college board. The chief administrative officer shall serve as the executive officer of the board and shall recommend to the board other administrative positions which are deemed

appropriate for the size, organization and educational program of the college. The organization of the administrative staff and faculty should reflect a balanced emphasis on all functions requisite to a comprehensive junior college. The chief administrative officer or his delegated assistant shall make recommendations regarding the employment of all personnel.

2.22 The president or chief administrative officer should have previous experience in higher education and/or in educational administration which includes significant and varied responsibilities.

2.23 Graduate work at the doctoral level combined with demonstrated competence in educational leadership should represent major criteria in employment of the chief administrator of institutions of higher education.

2.24 Members of the administrative staff should have previous educational administrative experience in addition to successful classroom teaching experience. They should possess a minimum of a Master's degree with major study in an area appropriate to the duties assigned.

2.25 Administrative interns who work under the direction of a member of the administrative staff should meet the requirements as stipulated for members of the teaching staff. Specialized staff, such as accountants and counselors, may be employed upon the basis of demonstrated competence in their field of specialization with an appropriate background of education and experience.

2.26 The role of the member of the administrative staff indicates a need for a thorough understanding and mastery of administrative leadership, which may be obtained through study which includes courses in:

(1) Administration and supervision, including course work in administrative leadership, finance, and educational program

(2) Behavioral sciences

(3) History and philosophy of education, including theories of social change, and

(4) The public junior college

2.27 Junior college faculty members shall be employed and remunerated on the basis of teaching competence in their subject area. The broad scope of programs offered in the public junior college may include specialized courses in which the preparation for teaching varies from typical advanced degree programs to other educational preparation and experience. Full responsibility for the employment of the professional staff of the college rests with the board and administration of the college.

(1) Professional staff should be prepared in accordance with generally accepted standards for teaching, supervision

and administration in the disciplines and subject fields to which they are assigned. These include collegiate study and/or professional experience. As a general rule, graduate work to the Master's degree or beyond in the subject or fields taught is expected except for such subjects and fields in which graduate programs are not normally available or in which work experience is the principal teaching medium.

(2) The normal teaching load in non-laboratory courses shall be no more than sixteen semester or quarter hours.

(3) For the purpose of determining teaching load, laboratory or other comparable teaching arrangements should be equated in accordance with an established college policy.

(4) Adjustments in teaching load and remuneration should be made in relation to various administrative, supervisory, advisory and other extra-class responsibilities. Adjustments may also be made for teachers involved in innovative or experimental programs.

(5) If an overload assignment is necessary, it should not exceed either (a) one course in which the credit hour value does not exceed five, or (b) if more than one course, the combined credit hour value should not exceed three semester or four quarter hours.

(6) The teaching load of part-time faculty who are employed elsewhere on a full-time basis should be governed by the overload criteria enumerated in (5) above.

(7) The ratio of professional staff to students shall permit a high degree of personal interaction.

(8) The size of these ratios will be determined by institutional philosophy and instructional techniques.

2.3 Educational Needs of the Community

A local junior college operated by a junior college district shall respond to the educational needs of the citizens of the community of post high school age. Efforts shall be made by the college to identify its services with the needs of the community.

2.31 Relationships with underlying high school districts should be developed which lead to an understanding and acceptance of the role of the comprehensive junior college.

2.32 Lay advisory committees should be organized to provide insights into curricular needs.

2.33 Close and cooperative relationships should be developed with representatives of the news media of the district.

2.34 Representatives of the college should be active participants in community affairs and be able to interpret the needs of the community to the college and the services of the college to the community.

2.4 Articulation

In order to encourage articulation among the public junior colleges and between two-year and four-year colleges, the Illinois Junior College Board adopted the following policy statements for articulation among Illinois Public Community Colleges:

2.41 Public junior colleges should make every effort to ensure that every student making normal progress, whether a transfer or not, graduates within the normal span of the program, utilizing the charge-back principle, if necessary.

2.42 The general education requirements completed at one junior college should be accepted for comparable general education requirements of a transfer student by the receiving junior college.

2.5 Operation of Extension Centers by Public Junior Colleges

2.51 The operation of extension centers by public junior college districts is encouraged. The offering of college credit and of non-credit courses broadens the educational opportunity of persons who live near the extension center. However, the college must give close attention to the quality of the instructional program which is offered. Problems relating to the recruitment of staff, the accessibility of appropriate library resourses, and the availability of specialized equipment must be resolved in planning an extension program.

2.52 The decision to offer instruction at extension centers within a junior college district rests solely with the local junior college board.

2.53 In some cases, one junior college may feel the need to operate an extension center within the borders of another junior college district. In such instances, formal agreement between the two junior college boards affected should be reached. (What should the charge-back policy be in such cases? Can formal agreements or contracts be made which waive charge-back fees?)

2.54 Public junior colleges which desire to operate an extension center in non-junior college territory must make formal application to the State Board for permission to do so. The application should include a listing of courses to be offered, justification for establishing the center, resources available for the operation of the center and an explanation of the administration of tuition and charge-back policies.

2.55 Out-of-District Instructional Activities

Public junior colleges which desire to operate an extension center in non-junior college territory must make formal application to the Illinois Junior College Board for permission to offer such programs prior to the establishment of the program. The application should include the following items:

(1) A listing of courses to be offered

(2) Justification for establishing the extension center or courses

(3) Resources available for the operation of the center

(4) An explanation of the administration of tuition and charge-back policies

(5) The distance in travel time of the proposed extension center from the main campus of the district and from other operating junior college districts

(6) Factors tending to identify the extension center with the college district requesting the program other than distance and travel time

(7) The current or potential status of the non-junior college territory in relation to administration or organization of a separate district

(8) An agreement from the four-year college or university when such extension offerings are offered in the community or immediate areas of such four-year college or university

(9) A request from the citizens or officials of the non-junior college territory for the extension program

(10) Written evidence from other junior college districts adjacent to the non-junior college territory supporting the offering of the extension program with the understanding that the district planning to offer the course(s) must have early consultation with such adjacent junior college districts before any formal plans or commitments are made

(11) Written evidence that the official charge-back fees will be charged all residents outside the junior college district attending such extension courses

(12) Written evidence that the extension programs will be self-supporting from student tuition, charge-back fees and state apportionment funds (when appropriate), and will not involve local district tax funds

2.56 All out-of-district extension courses should have a minimum beginning enrollment of 15 students unless there are some special circumstances which justify a smaller enrollment.

2.57 Each college offering extension programs outside a junior college district should submit an official report to the Illinois Junior College Board at the end of each year on the official report form supplied by the State Board. The report should include the following information:

(1) Title of each course offered

(2) Beginning and midterm enrollments for each course offered

(3) Financial data on the revenues and expenses for each course offered and for the total extension center

(4) Other information included on the official IJCB Out-of-District Extension Summary Report Form

2.58 The State Board in reviewing an application will consider:

(1) The stage of development of the applying institution

(2) The distance and travel time of the proposed extension center from the main campus

(3) The distance and travel time of the proposed extension center from other operating junior college districts

(4) Factors tending to identify the extension center with the college district other than distance and travel time

(5) The current or potential status of the non-junior college territory in relationship to annexation or organization of a separate district

2.59 Out-of-District Public Service Activities

(1) The central aim of the Illinois Junior College Board in establishing Public Service programs in Community Education and Community Services on the public junior college campuses in Illinois is:

a. to enable the colleges to deliver continuing education for residents of their districts through much needed practical learning opportunities and supporting services,

b. to foster the concept of the "collegiate common market" through the orderly sharing among districts of such learning opportunities and services, as well as an orderly sharing of resources available for delivering them to the citizens of Illinois, and

c. to cooperate with governmental agencies, business and industry, and other groups by offering lifelong learning opportunities and services to all legal residents of the State of Illinois.

(2) Colleges may offer public service activities outside the boundaries of the local district with the proviso that if such activities are to be offered within the boundaries of another college district, it must be with the approval of the Board of that district, and if offered in non-junior college territory, it must be with prior approval of the IJCB and IBHE.

(3) Public service activities approved for offering outside the district will be eligible for reimbursement under Public Service guidelines, but shall not be eligible for charge-back or space allocations.

(4) The Ad Hoc Review Committee on General Studies Curriculums, established by the IJCB to advise the State Board staff and hear appeals on the approval process for new general studies programs (formerly adult credit equivalent courses), is also assigned the task of advising the staff and hearing appeals on the approval process for public service programs.

2.6 College Calendar

The academic year for Illinois public junior colleges shall consist of two semesters with a minimum of 75 days of instruction each, or three quarters with a minimum of 50 days of instruction each, in addition to days of student attendance for the purpose of registration, testing, orientation or examination.

2.7 Compliance with Law

All Illinois public junior college districts must operate in compliance with all federal and state statutory or common laws which apply to institutions of higher education in general and public junior colleges in particular.

2.8 Master Planning

All campus master plans submitted to the State Board by public junior colleges shall be prepared in accordance with the Illinois Junior College Board's Master Planning Manual.

SECTION III

Instructional Programs

3.0 Comprehensive Curriculum

The Public Junior College Act requires Illinois public junior colleges to offer comprehensive curricula as described below:

3.01 Baccalaureate Oriented: Liberal arts and sciences and general education curricula are designed to qualify the student for transfer from the junior college to a college or university offering the baccalaureate degree. Such curricula shall include the liberal arts and sciences, preprofessional and general education courses which are commonly offered during the first two years at four-year institutions. Admissions requirements to such curricula shall be similar to those of four-year colleges and universities. Entry level competency to college transfer programs may be achieved through successful completion of other preparatory courses offered by the college.

(1) The college shall provide its students with broad offering of curricula which will allow transfer at the junior class level in the four-year college or university.

(2) Continuous efforts shall be made by the junior college to ensure articulation between its program and the programs of the colleges and universities.

(3) There shall be careful follow-up of transfer students, which along with other factors, can be used to evaluate the effectiveness of the baccalaureate oriented programs.

3.02 Occupational Oriented: Technical-vocational curricula are designed to provide students with various planned, coordinated comprehensive experiences. These include:

(1) Those leading to entry jobs in a particular field of specialization.

(2) Those apprising students of conditions of day to day living in an automated, computerized society engulfed in an atmosphere of atomic uncertainty.

(3) Those which encourage continuing education while one is productively employed.

(4) Particular attention shall be given to the development of occupation oriented curricula which serve the purposes set forth in the Public Junior College Act and recommendations of the Master Plan for Higher Education in Illinois. A minimum of 15 percent of the courses in the junior colleges must be in the occupational area and no more than one-half of these courses may be in business occupation areas.

(5) Curriculum development in this area should consider educational needs and employment opportunities both within and outside the junior college district.

(6) Curricula should vary in length and in rigor in order that a wide variety of programs meeting a wide variety of interests and abilities will be available.

(7) Advisory committees should be used in planning occupation oriented curricula.

(8) Non-credit (credit equivalency) courses which are non-business and clearly occupational in nature may be classified as occupational provided that such courses are clearly extensions of existing occupation oriented curricula.

(9) Courses which qualify under the rule above will be eligible for supplemental vocational funding and for inclusion as vocational enrollments with respect to minimum legal requirements for occupational courses; enrollment projections for master planning; cost studies; and space projections.

3.03 General studies are herein identified as preparatory or developmental curricula offered by the comprehensive junior college to help prepare individuals for admission to occupation oriented curricula, baccalaureate oriented curricula, or are taken by the student for their intrinsic value and may lead to a degree or certificate in neither of the above areas.

(1) Certificate programs in the following general studies areas will be approved upon request. These certificates are authorized to include non-credit or credit-equivalency courses and may be of any length as requested by the college:

Developmental, Preparatory, or Basic Skills
Personal Development
Intellectual and Cultural
Improving Family Circumstances
Homemaking
Health, Safety, and Environment
Community and Civic Development
Development and/or Review of Vocational Skills

(2) These certificates do not preclude other credit or non-credit certificates under General Studies if such certificates meet the guidelines of the IJCB and are approved under established procedures.

(3) Accounting for courses offered as General Studies will be the same as for other credit courses and will receive reimbursement at the rate determined for General Studies. Courses will be reported in the format established by the IJCB.

(4) Each local college may use whatever terminology is appropriate to local needs and understanding, including the type of credit to be given (e.g., college credit, degree credit, certificate credit, community college credit, instructional credit, credit-equivalency, non-degree credit, non-credit). However, information shall be reported to the IJCB as outlined above.

(5) Courses designated by the college as Development and/or Review of Occupational Skills under general studies shall not be eligible for additional vocational funding nor be included statistically as vocational offerings in reporting to the State Board.

(6) The scope of the general studies program should be broad enough to provide educational opportunities for low ability students and/or for those who are educationally disadvantaged.

(7) The general studies program should be organized in such manner as to allow mobility for students who prove their capabilities.

(8) The general studies program should provide a student with the skills and abilities which improve his prospects for success either within or outside the academic world.

3.04 Organized curricula shall include a core of general education courses within either baccalaureate or occupation oriented curricula designed to contribute to the liberal education of each student. The number and content of said courses may vary according to the curriculum in which the student is enrolled. Any general education core must be broad enough to contribute to the students' understanding of cultural and social problems which will face him in the future along with the tools of good citizenship.

3.05 All courses and curricula in the instructional programs shall lead to an associate degree or certificate.

3.06 Courses that are non-credit or credit-equivalency but which meet IJCB guidelines for state reimbursement may be converted to credit courses upon application by the college.

3.07 No state apportionment funds shall be provided for any course for which the district receives 50% or more of federal financing or financing from state sources other than through the IJCB, or both.

3.08 Offering of Upper Division Courses by Junior Colleges

(1) Any course numbered below the 300 level or junior year level may be offered by a junior college but the course numbered at the 300 level or junior level or above by whatever numbering system a university uses to identify upper division study may not be offered by a junior college.

(2) Any course applicable to a lower division program or a part of an approved junior college curriculum may be offered by a junior college but courses primarily designed for upper division programs in a major field or supportive field of study may not be offered by a junior college nor eligible for state funding.

(3) A junior college may offer any course that is offered by a university regardless of numbering system if a university permits the majority of its native students to take the course as a lower division (freshman or sophomore) student.

(4) If the majority of public universities in Illinois agree, or if a public university to which a substantial number of a local junior college students transfer agrees, that it would be appropriate for certain special courses normally taught at the upper division level to be offered in public junior colleges, such courses could be offered by a local junior college and eligible for state funding.

(5) The IJCB staff and community college administrators shall continuously examine enrollment in courses in the vocational technical programs that may be the same as traditional upper division courses in the universities to be sure that the majority of students in taking such courses are enrolled in those career curriculums so that the course may be offered and approved for state funding.

3.09 Operation of Single Baccalaureate Oriented Program

There are special obligations that occur when a college develops a single baccalaureate oriented program. Such programs are subject to the following special conditions:

(1) The degree awarded to the student should state an Associate in Arts and Science Degree and should not list any other majors or curriculums.

(2) The student permanent record and transcript should list only the awarding of the Associate in Arts and Science Degree and should not identify any other baccalaureate oriented majors or curriculums.

(3) The college catalog should identify the approval of a single baccalaureate oriented program and should not list any other baccalaureate oriented majors or curriculums. (However, the college could identify in its catalog the single baccalaureate oriented program and permit students to continue their programs at the four-year colleges and universities in various disciplines.)

(4) In all program enrollment reports to be submitted to the IJCB, the colleges should identify all of the baccalaureate oriented students in a single category of Associate in Arts and Science.

3.1 Curriculum Development

3.11 Each junior college shall have a formalized policy relating to institutional curriculum development.

3.12 Publications of the institution should show clearly the lines of authority and responsibility for developing each section of the comprehensive junior college program as identified in Section 101-2(g) of the Public Junior College Act.

3.13 The public junior college is an upward extension of educational opportunity in the local district as well as part of a state system of higher education. In filling these two roles, articulation in curricular program development with local public school districts and with senior colleges and universities is encouraged.

3.14 Resolution on Program and Course Approval

The Illinois Junior College Board reaffirms its approval of all programs and courses offered to students in public junior colleges prior to May 1, 1968 subject to the rules on upper division courses stated in Section 3.08, above.

3.15 Cooperative Instructional Programs

The Illinois Junior College Board encourages the development of cooperative agreements between the public community colleges in the State of Illinois to provide better services to students and more efficient use of college resources.

(1) Colleges wishing approval for a new unit of instruction or public service to be offered through cooperative arrangements with another public junior college that has prior approval for such new unit of instruction or public service would not have to submit the Form 19 and Form 20 or Form 30 for new units of instruction or public service, but shall submit a letter indicating the desire to offer such a cooperative program and submit a copy of the cooperative agreement with the letter. The letter and/or contract shall address itself to these criteria and guidelines of the Illinois Junior College Board.

(2) The college approved for a cooperative program which sends students to another college for specialized training shall be permitted to list such approved cooperative programs in its catalog as long as it is properly identified as a cooperative program and lists the college offering the specialized training. Such colleges offering an approved cooperative program must also clearly identify the cooperative program and the name of the college offering the specialized occupational training in the student's permanent record, on the student's transcript, on the degree or certificate awarded to the student, and on any statewide listing or inventory of approved curriculums and programs.

(3) The college which offers a particular course shall count all students enrolled in that course as part of its own enrollments. However, the IJCB Management Information System may develop a procedure in the future which identifies such group enrollments in order to eliminate duplicate counting in state totals.

(4) The college offering the course shall claim all state funding for flat rate apportionment grants and for supplemental vocational-technical grants as available. However, the college providing the local tax support for the student in cooperative programs shall claim the equalization funding.

(5) The college teaching courses in the cooperative program shall claim that enrollment in any of the junior college construction formulas.

(6) The junior colleges involved in the cooperative agreement shall establish their own arrangements as to which institution shall be responsible for the following:

a. Student tuition and fees

b. Home college for claiming state scholarship funds

c. Institution responsible for admissions, transcripts and other permanent student records, and awarding degrees and certificates

d. Home college for student activities and eligibility for intercollegiate athletics.

3.16 Reclassification and New Approval Procedures for New Units of Instruction

(1) The community colleges shall use the following definitions not only for the Junior College MIS Reports, but also for program approvals:

a. Fields of Instruction: An aggregate level of associated curriculums. A discipline or field of instruction includes the conventional academic subdivision of knowledge and training identified in the NCHEMS-WICHE and USOE HEGIS Taxonomy for Instructional Programs as adjusted by the Illinois Junior College Board. (HEGIS first level, e.g., Business and Commerce Technologies - 5000.)

b. Curriculum: An organized pattern of instruction within a discipline as a series of courses applicable to an associate degree or certificate in an instructional program. (HEGIS second level, e.g., Secretarial (Science) Technologies 5005.)

c. Majors (Options): A series of courses from within a given curriculum of a discipline, normally three or more sequential courses providing nine or more semester hours of credit (minimum 135 contact hours) or courses yielding an equivalent number of contact hours.

d. Course: An education unit within the instructional program consisting of a sequence of instructional periods, one or more delivery systems and dealing with a particular subject.

3.17 Transferring Curriculums from One Program Area to Another Program Area
(Approved by the Illinois Junior College Board on May 18, 1973)

(1) When an institution wishes to request a modification and/or transfer of an approved curriculum from one program to another, the college submits a letter to the IJCB office identifying the change and includes the following information:

a. The name of the previously approved unit of instruction

b. The basis on which the transfer or change is requested

c. The ability of the program to meet the criteria for the new program area

3.18 Curricula

(1) The program provides training for a specific occupational area which would lead directly to employment, including job training, retraining, and updating of skills, in that particular occupation upon completion of the program.

(2) The courses (learning experiences) were developed as part of the total program with the specific recommendation of an advisory committee composed of persons associated in that occupational area.

(3) The courses are intended to provide skills and knowledge which are appropriate in meeting the competencies of the occupation.

(4) The curriculum and/or courses would normally be expected to meet these additional guidelines unless the college can substantiate a contrasting rationale for operation:

a. A part of the regular occupational offerings

b. Designated in the college literature as an occupational offering

c. Taught by the occupational faculty

d. Administered by the staff that administers other occupational courses

e. Identified with prefix numbers and HEGIS codings as occupational

3.19 Associate in Liberal Studies Degree

(1) There is a need in the community colleges for an associate degree that is not primarily baccalaureate oriented (AA or AS) and not primarily occupational oriented (AAS). This new type of degree covers the areas sometimes referred to as liberal studies, general studies, general education, and adult-continuing education. These courses may be taken for specific purposes or for their intrinsic value.

(2) The Associate in Liberal Studies Degree may include any associate degree level courses in the area of baccalaureate oriented, occupational, or general studies, but would not include any developmental or remedial courses nor any certificate-level courses.

a. At this time the IBHE and IJCB staff does not see the need for an associate degree in developmental and/or remedial studies.

b. There may be students in the Associate in Liberal Studies Degree program who may need developmental and/or preparatory courses as prerequisites to future study. Credit for such courses would not be applicable to the minimum semester or quarter hour requirement for the Associate in Liberal Studies Degree.

c. Developmental and/or remedial courses may be counted in certificate programs of two years or less in length.

d. Developmental and/or remedial courses should be defined as "readily identifiable elementary or secondary level courses."

(3) The Associate in Liberal Studies Degree might be accepted in all or in part at a four year college or university towards completion of the requirements for a baccalaureate degree, at the discretion of the four year college or university. The Associate in Liberal Studies Degree would not automatically be transferable to the four year college or university without review by the four year college or university.

(4) As in other community college associate degree programs, the Associate in Liberal Studies Degree may include many traditional and regular course offerings or may include many unique and unusual offerings in addition to including both traditional and non traditional methods of delivery. (Thus, the Associate in Liberal Studies Degree may include a lot of radio, educational television, correspondence, independent study, seminar, workshop, and credit by examination work).

(5) As part of the degree approval process each college will identify its plan for developing an individualized program for the student when the student is admitted to this degree program subject to general guidelines developed by the IJCB staff and approved by the IJCB for the Associate in Liberal Studies Degree.

(6) Once the agreement has been defined by both advisor and student, it cannot be changed except by joint agreement of the advisor and the student.

(7) Method of delivery of instruction, independent study, external degree, cooperative agreement with other institutions, and other types of flexibility in higher education curriculums will be appropriate to this degree if it is part of the contract between the college and student when that student's degree program is developed or changed at a later date by mutual agreement.

3.2 Other Curriculum Policies

3.21 All new associate degree and certificate programs, including those consisting entirely of courses previously approved, should be submitted to the Illinois Junior College Board for approval.

3.22 When a request for a program name change is sent to the Illinois Junior College Board office, the appropriate staff member(s) will review the request for name change in relation to program structure and take action in accordance with one of the procedures listed below.

(1) In the event that it is a simple change of name with no significance regarding curriculum structure, and no new courses to be added or previous courses to be changed, the staff will process the name change in the records of the Illinois Junior College Board office and advise other agencies accordingly.

(2) In the event that the name change reflects a modest program revision, with several new courses to be added or several previous courses to be revised, the staff will process the name change in the records of the Illinois Junior College Board office and advise other agencies accordingly and will also advise the college to submit the appropriate application for approval of the new course(s) as an extension of existing units of instruction in accordance with the action of the Illinois Junior College Board at its October 9, 1970 meeting.

(3) In the event that the name change reflects a significant modification of program, the staff will advise the college to submit an application for approval of a new unit of instruction to be presented to the Illinois Junior College Board and a request for "withdrawal" of the old program.

3.23 Requirement for Constitution Examination in the Illinois Public Junior Colleges

Public junior college students can meet the requirements regarding the Constitution Examinations in the School Code in any one of the following three ways:

(1) The student can successfully pass an appropriate constitutional examination at the public junior college.

(2) The student can successfully complete with a passing grade a specified course that includes the materials related to the constitution and other items as specified in the School Code, Section 27-3.

(3) The community college can accept evidence that the student has met the constitutional examination requirement in his high school in Illinois as long as the meeting of the requirement is clearly identified on the high school transcript. Such evidence would authorize the junior college to make a similar notation on the junior college transcript.

3.24 Every course or other activity must be part of an approved unit of instruction

(1) Any new set of courses or other instructional activities that comprises 30 or more semester credit hours or their equivalent, and that leads to an associate degree, certificate or other formal recognition, must be approved as a new unit of instruction by the Illinois Junior College Board, regardless of whether all or part of the courses or activities comprising the set are also offered as part of a previously approved unit of instruction.

(2) Generally, any new set of courses or other instructional activities that lead to an associate degree, certificate or other formal recognition, and that comprises less than 30 semester credit hours or their equivalent, and that is to be offered under the aegis of a previously approved unit of instruction, will be considered a reasonable and moderate extension of that previously approved unit and need not be brought before the Illinois Junior College Board for approval. However, the Board staff must be notified and if there be significant reservations on the part of the staff about the academic or economic justification for the set, it will be submitted to the Board for action as a new unit of instruction.

(3) Any new courses or other instructional activities that are to be under the aegis of a previously approved unit of instruction and that do not in and of themselves lead to any degree, certificate or other formal recognition, will be considered reasonable or moderate extensions of the previously approved units and need not be brought before the Illinois Junior College Board for approval. However, the request for the new courses must be submitted to the Board staff before state reimbursement can be granted for any such courses or other instructional activities.

3.25 Any new school, division, institute, department or similar instructional or public service administrative unit must be approved as a new unit of instruction or public service by the Illinois Junior College Board.

3.26 Purely administrative changes, which are not directly related to units of instruction, need not be submitted for approval to the Illinois Junior College Board. Moreover, the Board staff need not be notified before any such changes are effected.

3.27 Any approval of new units of instruction shall be for a specific campus only. Transfer of that unit to, or duplication of that unit on other campuses constitutes a new unit requiring approval by the Illinois Junior College Board.

3.3 Instructional Methods

3.31 College Level Examination Program

(1) The Illinois Junior College Board encourages public junior colleges to utilize the College Level Examination Program (CLEP) general examination for students to utilize this non-classroom means of obtaining credit.

(2) The Illinois Junior College Board recommends limits for the granting of credit by CLEP general examinations as follows:

English - 6 semester hours
Mathematics - 6 semester hours
Humanities - 6 semester hours
Natural Sciences - 6 semester hours
Social Sciences-History - 6 semester hours

(3) The Illinois Junior College Board recommends that credit be granted on CLEP general examinations for students who achieve a test score equal to the 40th percentile and a corresponding standard score of 460-470 as a minimum basis for granting such credit.

(4) Any fees and/or tuition charged for CLEP examinations should be eligible for Veterans Scholarships. (However, the Illinois Junior College Board does not support the charging of tuition to students for credit granted through such examinations, but it is recognized that this policy may vary through local Boards of Trustees' policies.)

(5) No apportionment funding will be provided for such credit by examination.

(6) The Illinois Junior College Board encourages community colleges to use the CLEP Subject Area Examinations and continued use of the CLEP General Education Examinations for advanced placement and/or credit purposes.

(7) Each college should conduct studies to determine minimum score and maximum credit to be granted through the CLEP Subject Area Examinations. The colleges may utilize as as suggested guidelines the following minimum scores and maximum credits:

	Minimum Score	Maximum Credit
American Government	47	3
American History	50	4
Analysis and Interpretation of Literature	49	4
Biology	49	4
College Algebra	49	3
College Algebra-Trigonometry	49	3
Computers and Data Processing	46	3
Educational Psychology	47	3
English Composition	48	6
English Literature	48	6
General Chemistry	48	6
General Psychology	48	3
Geology	49	4
History of American Education	46	3
Human Growth and Development	47	3
Introduction to Business Management	47	3
Introductory Accounting	50	6
Introductory Business Law	50	3
Introductory Calculus	48	4
Introductory Economics	48	4
Introductory Marketing	48	3
Introductory Sociology	46	4
Statistics	49	3
Trigonometry	49	3
Western Civilization	50	6

3.32 Service Credit for Health and Physical Education

Any veteran who has completed a minimum of six months of active duty in the armed forces should be permitted to receive credit for any required health and physical education courses upon application for such credit and presentation of evidence indicating honorable discharge. Such credit should be entered on the student's record without a grade and should not be included in the computation of the grade point average.

3.33 Armed Forces Study

Credit should be allowed for group study or correspondence work applicable to the student's curriculum which was taken through the United States Armed Forces Institute (USAFI) provided the course(s) is recommended by the American Council on Education on presentation of official evidence of satisfactory completion of the work. Training courses provided in the armed forces which are designated as applicable to the student's curriculum by the American Council on Education may be accepted for credit on submission of official documentation to the appropriate dean's office that such courses were completed. Credit granted for USAFI or Service courses should be entered on the student's record without a grade and should not be included in the computation of the grade point average.

3.34 Transfer of Credits Earned at Non-Accredited or Non-Recognized Institutions

Credits applicable to the curriculum for which the student is applying, which were earned at non-accredited institutions, should be conditionally accepted at the time of admission. Final acceptance of such credits is granted when the student has earned a minimum of 30 semester hours of credit applicable to a four-year or longer curriculum, or 25 percent of any program less than four years in length, with a grade point average of at least C.

3.35 Proficiency Examinations

If a student is proficient in a particular subject area, but has developed that competence in non-traditional ways, and no credit by examination is available through one of the categories enumerated above, he should be permitted to establish credit through a proficiency examination. Such proficiency examinations may consist of written evaluations and/or other opportunities to demonstrate the application of theory and skills. If the student's examination meets the standard required for "C" work, credit for the course would be entered on the student's permanent record. Such credit should be shown as "Credit by Proficiency." No grade will be recorded, and the credits will not be included in the computation of the grade point average. A student shall not be permitted to take a proficiency examination in any course which appears on his transcript with a grade from an accredited college. Any student who has received proficiency credit for a course shall not be permitted to subsequently register for that course and earn a grade. If the student's examination does not meet the standard required for "C" work, no credit shall be granted. A student may take a proficiency examination for any course a maximum of twice.

3.36 Advanced Placement Program

The Advanced Placement Program is an organized instructional program offered in high school in cooperation with CEEB. Credits are granted for course areas in which a student has completed an Advanced Placement course examination with a minimum score of three (3). The scores range from a high of five (5) to a low of one (1). Courses currently a part of this program are:

American History
Biology
Chemistry
English

Mathematics
- Calculus AB
- Calculus BC

European History
French
German
Spanish

Physics
- Physics B
- Physics C

Latin
Vergil
Comedy
Lyric
Prose

The amount of advanced standing credit shall be determined by the college commensurate with the survey credit in which the subject is offered. Credit granted on the basis of an AP test should be entered on the student's record with or without a grade and may or may not be included in the computation of the grade point average. All credit earned through this program should count toward graduation unless the subject area in which credit is earned is not applicable toward the individual student's program or curriculum.

3.4 Physical Education

3.41 Since at least one public system of higher education is planning to reduce the baccalaureate degree requirement at those institutions to 120 semester hours of 180 quarter hours, since physical education courses are no longer required general education, the Illinois Junior College Board shall reduce the minimum statewide requirement for an associate degree to 60 semester hours or 90 quarter hours. Each local junior college governing board may require additional hours to meet local needs. Also, the Illinois Junior College Board should advise the local community college to advise students who plan to transfer to a college or university requiring more than 120 semester hours or 180 quarter hours for a baccalaureate degree of these additional requirements and should work with the student in developing his associate degree program so that transfer problems would be eliminated.

3.42 If one or more of the public senior colleges and universities in Illinois permit voluntary physical education courses to count as part of the minimum baccalaureate degree at the same value as other courses, public junior colleges are advised to follow similar procedures in permitting physical education courses to count as part of the general education requirements.

SECTION IV

Public Service Programs

4.0 Comprehensive Services

Public junior colleges are expected to offer a comprehensive program of public service activities as defined below:

4.01 Community Education includes those non-credit activities under public service which are instructional in nature, and have been established to provide an educational service to the public and are not part of degree-credit or certificate-credit programs. Community education includes non-credit classes, short courses, workshops and seminars.

(1) Community education activities are funded through formula grants at the rate of $7.50 per credit equivalent hour per participant. A credit equivalent hour includes 30 contact hours of teaching.

(2) Formula grants for community education are awarded on a reimbursement basis at the end of each semester or term for participants who have completed activities.

(3) The college must maintain as an audit trail a listing of names, addresses and social security numbers of all participants claimed for state funding in each community education activity as an audit trail.

4.02 Community Services are those activities under public service which make available to the public the resources and unique capabilities which exist within the various institutions. Community Services may include, but are not limited to, conferences and institutes, general advisory services and reference bureaus, urban affairs, international relations, radio and relevision, consultation and similar activities with a primary intent of providing needed and beneficial services to the community.

(1) Community Service activities are funded through special project grants which are awarded on the merit of proposals submitted to the State Board.

(2) Community Service proposals which are in proper form and submitted in a timely fashion will be considered for special project funding when the proposed activities fall into one or more of the project categories listed below.

a. Employment and Manpower Development--working with local business and industry as well as governmental and social service agencies in developing means for increasing employment opportunities, reaching and counseling potential students and in determining needs for basic occupational skills or retraining.

The actual training would in most cases be a part of the college's regular instructional program and financially supported by the credit hour formula for state apportionment funding. However, public service money might be used in areas such as:

--establishing outreach centers in areas of the district removed from the campus but near areas of high unemployment;

--workshops on employment opportunities for women.

b. Health, Safety and the Environment--working cooperatively in areas of community development such as:

--special short-term seminars for law enforcement officers and corrections personnel;

--development of educational services for inmates;

--community forums on public health and drug abuse;

--community workshops on environmental problems and how they can be solved;

--workshops involving citizens in local or regional planning.

c. Individual Growth for Mature Adults

--special educational services for Spanish speaking citizens and other minority people;

--workshops for senior citizens on preparation for retirement and problems of aging;

--institutes on improving family circumstances;

--seminars on family financial management;

--projects for intellectual and cultural development.

d. Statewide Supporting Activities: The Illinois Junior College Board, the Board of Higher Education and other appropriate state agencies will, through the development of manpower data and other statistics, offer support in the identification of public service needs. The state boards, in cooperation with other state agencies, will coordinate the offering of workshops and other forms of in-service training for community college personnel involved in public service projects. Inter-institutional cooperation on a regional or statewide basis will also be facilitated by the state boards. In these cooperative endeavors, special encouragement will be given to the use of television and other mass media in the delivery of public services.

e. Other categories deemed appropriate by the State Board

(3) Cooperation with other agencies and institutions is a keystone of the public junior college community service special grant programs. Joint financing is expected in most cases, and one of the hallmarks of a good project is its ability to demonstrate a creative use of limited resources.

(4) To qualify for funding, community service special grant proposals must meet the following criteria:

a. Fall within the scope of guidelines for fundable community service activities.

b. Show that the college has a historical commitment to public service.

c. Allocate matching funds and/or in-kind services to the proposed activity.

d. Involve cooperation with other agencies and groups.

e. Be jointly funded by other agencies and groups.

f. Demonstrate appropriate community involvement in developing the proposed activity.

g. Not unnecessarily duplicate services now being performed by others.

h. Show evidence of need for the proposed project.

i. State clear and measurable objectives for the proposed activity.

j. Include an adequate evaluation rationale.

k. Contain a detailed budget for the activity.

l. Show that sources other than the special grant program cannot better fund the proposed activity.

(5) College participation in the social service area should be circumspect. The college's main product is education, not the direct delivery of health care, police protection, transportation or recreation. As an extension of education, however, the college has a rightful and necessary place in community affairs as does the catalytic effect of bringing together citizens interested in common problems.

4.1 Other Public Service policies

4.11 All public service activities conducted by Illinois public junior colleges must be part of an approved unit of public service.

4.12 Any new public service activity that involves an annual operating expenditure from whatever sources in excess of $250,000 or an annual operating expenditure from state appropriations in excess of $50,000

must be brought before the Illinois Junior College Board for approval as a new unit of public service.

4.13 Generally, any new public service activity that involves an annual operating expenditure from whatever sources between $50,000 and $250,000, and an annual operating expenditure from state appropriations of less than $50,000, and that is to be performed under the aegis of a previously approved unit of public service, will be considered a reasonable and moderate extension of that previously approved unit and need not be brought before the Illinois Junior College Board for approval. However, the Board staff must be notified before any such activity is begun, and if there be significant reservations on the part of the staff about the academic or economic justification for the activity, it will be submitted to the Board for action as a new unit of public service.

4.14 Any new public service activity that is to be performed under the aegis of a previously approved new unit of public service, and that involves an annual operating expenditure from whatever sources of less than $50,000, will be considered a reasonable and moderate extension of that previously approved unit and need not be brought before the Illinois Junior College Board for approval. Moreover, the Board staff need be notified only for data collection purposes.

4.2 Special Grants for Disadvantaged Student Projects

4.21 The purpose of this program is to foster and increase the commitment on the part of the public community colleges in Illinois to aid the disadvantaged student. Disadvantage, in effect, means to be set apart by dint of poverty, social class or inadequate education. This program is aimed at ending that separation which exists for the disadvantaged student, to the extent to which the educational resources of a community college can be effective in that effort.

4.22 Grants will be awarded on the basis of proposals made by the individual public junior college.

(1) Funds from this grant program are to meet a portion of the extraordinary costs involved when an institution makes a commitment to the disadvantaged.

(2) Disadvantaged student proposals will be evaluated by the same criteria used in evaluating special community service activity proposals.

4.23 To qualify for funding, proposals for disadvantaged student projects must fall into one of the following project categories?

(1) Instruction: Those elements of instruction made necessary because of the disadvantaged background of the students. These might include tutoring, special materials or supplies, or extraordinary efforts at upgrading study skills or basic skills to allow the student to successfully complete college-level work.

(2) Experimental education: Absorbing added costs for experiments in non-conventional methods of instruction and measurement of results of those experiments.

(3) Student services: Recruitment, counseling and assistance in job placement over and beyond the college's normal effort.

(4) Faculty training: In service education for faculty and staff in effectively working with disadvantaged students.

SECTION V

Learning Resources

5.0 Holdings and Services

5.01 The public junior college shall maintain a library (learning resource center) with a carefully selected collection of reference works and other learning resources to meet the specific needs of its curriculum and students. This collection shall be kept up-to-date through a planned program of acquisition and deletion.

5.02 While recognizing the need for quality in learning resource holdings, as junior colleges grow in numbers of students, it is evident that quantity must be also considered. The college should have plans for continuing library development to keep abreast not only of new program needs, but additional student enrollments in all areas. The acquisition policy and budget should provide for this necessary growth as well as for relevancy to changing needs. This criteria applies to all learning resource media.

5.03 The learning resource collection should reflect balance in relation to the total program. All fields of the curriculum should be adequately supported.

5.04 Physical facilities of the library and the hours of library availability should be conducive to the maximum use of its services.

5.05 The college should be aware of, and where appropriate seek to meet, recommendations of the American Library Association, the Association of College and Research Libraries, the North Central Association Commission on Colleges and Universities and other organizations with responsibilities for standards relating to libraries in institutions of higher education.

SECTION VI

Student Services

6.0 Administration

Student personnel work shall be organized and coordinated by appropriate staff. Persons with the title of and/or duties defined by such titles as Vice President or Dean of Student Personnal Services, Dean or Students, Counselor, Director of Student Activities, Director of Financial Aids, Director of Testing, Registrar, Placement Officer, Admissions Officer, Director of Student Housing, and Director of Athletics should be included with the organized student personnel program.

6.1 Counseling

The college shall have a well-planned and organized program for counseling of students by counselors who are qualified in this area.

6.11 The number of qualified counseling personnel should be sufficient to meet the needs of a student body characterized by a wide diversity of interests and abilities.

6.12 Personnel counseling and academic advisement should be available to every student in the college.

6.13 Counseling should seek to bring the student to a better understanding of his abilities, achievements and interests.

6.14 Counseling services should include pre-admission counseling to assist the student in selecting curricula and courses which are suitable for his vocational and educational goals and compatible with his ability level.

6.15 Faculty advisors, when used, should be provided with an organized program of in-service education for their advisement function.

6.2 Admissions

The admission policy of the public junior colleges in Illinois must conform to Section 103-17 of the Public Junior College Act:

"The Class I junior college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its program according to their interests and abilities. Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college. If space is not available for all students applying, the Class I junior

college will accept those best qualified, using rank in class and ability and achievement tests as guides, and shall give preference to students residing in the district."

6.21 As an "open-door" college the public junior college in Illinois should admit all students of post high school age to programs in which their interests and abilities would indicate probable success.

6.22 Where space is limited, best qualified students in transfer, occupational and adult education should be admitted in such a manner as to provide a balance of students in all curricular areas required by the Act.

6.23 The Public Junior College Act quoted above states that the admissions process shall include counseling and distributing "the students among its programs according to their interests and abilities." The basic tools of the counseling process include prior records and the results of one or more entrance and/or placement tests. It should be clear, however, that achievement tests results may be used for counseling and class placement purposes only and not to determine whether or not the student is admissible as a student.

6.24 The Illinois Junior College Board encourages community colleges to provide educational services for 16 and 17 year olds who have left high school and to provide special programs for high school students that cannot or are not being provided in their high school. The Illinois Junior College Board encourages community college boards of trustees and high school boards of education to continue to cooperate in providing educational services and to jointly adopt policies and procedures to implement such cooperative agreements. The following guidelines will apply to such cooperative programs for 16 and 17 year olds:

(1) Any student who is 16 or 17 years of age and has severed his connection with a school system, as certified in writing by the chief executive officer of his high school district in which the student has legal residence, is eligible to attend an Illinois public junior college in accordance with policies of the community college board of trustees and have his attendance count the same as other students relative to state funding for both operating and capital purposes.

(2) A junior college may, with prior joint approval of the chief executive officer of the junior college district and the high school district, accept students currently enrolled in a high school program in a community college course taught by the community college. If the credits from the community college course are not counted toward high school graduation, the credit earned would be eligible for state funding. If the credit(s) from the community college course is counted toward high school graduation, the community college will not claim state funding from the Illinois Junior College Board.

(3) If a high school(s) enters into a contractual arrangement with a community college to have advance or specialized high school level courses in either the academic or vocational fields made available by the community college, the community college may offer such courses. In accordance with the Attorney General's opinion of August 17, 1970, the junior college must charge the high school district at the per capita cost of operating the junior college, and the junior college may not obtain any state funding for operating or capita costs for such credit from the Illinois Junior College Board.

6.3 Financial Aids Program

The college shall provide for the administration of a student financial aids program.

6.31 Staff assigned to this area should be familiar with the scholarships, grants and loan programs of the state and federal governments as well as non-governmental agencies. In addition, they should be aware of possible local sources of funds which can be made available to students.

6.32 The director of financial aids should be alert to job opportunities for students, not only on campus or through work-study programs, but also in the community. This may involve cooperation with the director of placement, administrators of occupational oriented programs, and others.

6.4 Placement

The college shall provide an active placement service for its students. This placement service should include a clearinghouse for information concerning vocational opportunities for employment oriented students and programs offered by the four-year institutions for transfer students.

6.5 Student Activities

Opportunities shall exist on the junior college campus for students to show leadership, initiative and creativity.

6.51 Within the limits of local college Board of Trustees policy, students should be allowed to develop a student government organization and regulate appropriate areas of student life.

6.52 Special interest clubs should be organized within local institutional policy. Clubs with a relationship to curricular programs should be encouraged.

6.53 Intercollegiate activity of student groups is encouraged. It should include musical events, speech and debating activities, athletics and other areas of student life.

6.54 Intercollegiate athletics should follow rules and regulations co-operatively arrived at by the colleges participating. Recruitment of athletes should be limited to the local junior college district or non-junior college district area only.

6.6 Studies of Student Characteristics

Every junior college shall be actively engaged in studies of its students.

6.61 Junior colleges should be engaged in continuing study of student characteristics. The gathering of data regarding students should be part of the organized institutional research program of the college.

6.62 Data relating to student characteristics should be made available to appropriate institutional personnel, the State Board, and other approved agencies as requested for purposes of aiding statewide planning, research and study.

6.63 Follow-up studies should include the students who complete occupation oriented programs, transfer students, and those who do not complete any program at the college.

6.64 Follow-up data should be made available to institutional personnel for use in the evaluation of the total educational program and to the State Board and other approved agencies as requested for purposes of aiding statewide planning, research and study.

6.7 Maintenance of Records

All permanent academic and personnel records and health, activity and other student records shall be filed systematically and be protected against loss or alteration.

6.8 Student Government Participation in the Governance of Illinois Public Junior Colleges

All public junior colleges shall have a student government organization that makes recommendations to the college administration and takes appropriate action on student activities.

SECTION VII

Finance

7.0 Financial Structure

An adequate financial structure is a necessary condition even if not a guarantee, for the development and maintenance of quality educational programs in comprehensive junior colleges. Thus the college shall have an income: (1) adequate for the operation of a comprehensive program, (2) sufficient to maintain sound salary schedules, and (3) capable of financing all other necessary activities and services.

7.01 Financial planning for both current and future operation of the college should provide for both a sound educational program and prudent use of public funds.

7.02 Business and accounting practices should be efficient and should provide complete and accurate financial records. Preparation should be made for full use of the Uniform Accounting Manual.

7.03 Current records should be maintained in such a fashion as to be easily audited in accordance with Section 103-22.1 of the Public Junior College Act as amended.

7.1 Federal Funding

7.2 State Funding

7.21 Apportionment

(1) Any public junior college district which maintains a junior college recognized by the State Board is entitled to claim an apportionment set by the General Assembly for each semester hour or equivalent in a course carried by a student through each mid-term by each student in attendance who is a resident of Illinois. Attendance at the mid-term shall be verified by an audit of student enrollments in accordance with Section 103-22.1 of the Illinois Public Junior College Act, as amended.

(2) No state apportionment funds shall be provided for any course which the district receives 50% or more of Federal financing or financing from state sources other than through the IJCB, or both.

(3) Claims for reimbursement must be submitted not later than 30 days following the mid-term of each semester, quarter, or term.

(4) All courses claimed for state apportionment funding must be a part of the regular instructional program of the college.

(5) Only courses regularly accepted for graduation or certification upon approval of the State Board may be claimed for state apportionment funding. Such courses are normally expected to apply to associate degree, certificate, or certificate of completion programs.

(6) All courses claimed for state apportionment funding must be a part of units of instruction which have been duly approved by both the IJCB and the IBHE, or the courses must be authorized extensions of existing units of instruction as approved by the IJCB staff.

(7) All courses claimed for state apportionment funding must have a course outline developed by the faculty which is kept on file in the appropriate office of the college for review by any student or citizen.

(8) All courses claimed for state apportionment funding must have some clearly identified and written specific objectives.

(9) All courses claimed for state apportionment funding must have a method of evaluating student performance.

(10) All courses claimed for state apportionment funding must be recorded on the transcripts of those students included in the claim.

(11) All courses claimed for state apportionment funding must follow regular academic regulations of the college including compliance with the college's published policy regarding the repeating of courses.

(12) All courses claimed for state apportionment funding must be courses for credit including adult education credit, community college credit, non-degree credit, and credit equivalency programs; no state funding will be provided for non-credit programs.

(13) All courses or activities which are designed or used by the college as hobby, leisure-time or recreational offerings would be considered a part of the public service (community service) program and not a part of the regular instructional program of the junior college nor eligible for state apportionment funding in Section 102-16 of the Public Junior College Act. All non-credit programs including lectures, concerts, travel series, dramatic presentations, and courses that are not a part of the regular instructional program shall also be considered a part of the public service program of the college and not eligible for state apportionment funding at the present time.

a. Hobby is defined as a specialized pursuit that is outside one's regular occupation and that one normally finds interesting or enjoyable, usually in a non-professional way, as a source of relaxation. Hobby activities include,

but are not limited to: Photography, painting, woodworking, gardening, fly tying and casting, coin collecting, stamp collecting, leather craft, gem polishing, equitation, gourmet cooking, cake decorating, flower arranging, ceramics, sewing, knitting, camping, boating, dog-grooming, bridge, self-hypnosis, or music.

Many programs listed above may have titles that are similar in both the regular instructional program and in the non-credit hobby or public service activity program. If such courses as photography, painting, and sewing are a part of the instructional program and meet the guidelines listed above, they may be eligible for state apportionment funding. However, when such programs are designed as non-credit hobby or public service activities, they would not be eligible for state apportionment funding.

b. Leisure-time is defined as free time resulting from the exemption of a person from his work or other duties. Leisure-time activities include, but are not limited to, lectures, concerts, dramatic presentations, travel series, and arts and crafts workshops.

c. Recreational is defined as play or the refreshment of one's strength and spirits after toil. Recreational activities include, but are not limited to, programs that require physical activity, but are not a part of the regular physical education instructional program of the college.

7.22 State Funding of Physical Education Courses

(1) Community colleges will continue to receive regular apportionment funds for voluntary or elective physical education courses.

(2) Community colleges will continue to receive regular apportionment funds for required courses for majors and minors in physical education, recreation leadership and related programs.

(3) Community colleges will continue to receive regular apportionment funds for physical education courses in teacher education programs as required by the State Teachers Certification Board.

(4) No state funds will be provided for involuntary physical education courses that are required for general education or other similar purposes in degrees and certificate programs or curriculums.

7.23 Overpayment of Apportionment Claims

On the collection of overpayment of apportionment claims such overpayment (1) will be deducted from subsequent apportionment claims if additional claims are to be paid during the current fiscal year, or (2) will be returned to the State General Fund if the overpayment is returned to the Illinois Junior College Board too late to be deducted from any claims to be paid with the current fiscal year.

7.24 Supplemental Occupational-Technical Grants

Courses eligible for the special supplemental state grant for non-business occupational-technical courses must meet all of the following criteria:

(1) A course must be a part or a reasonable and moderate extension of a career (occupational-vocational-technical) program approved by the Illinois Junior College Board.

(2) The course must be identified as a career course in the Junior College Unit Cost Study.

(3) The course must be a non-business course and identified in the United States Office of Education HEGIS coding numbers of 5006-5075 and those of 5100 or greater.

(4) The course must meet the No. 1 level classification (occupational training) of the Illinois Division of Vocational and Technical Education. (The No. 1 level classification of occupational training is assigned and approved by the Illinois Division of Vocational and Technical Education in the One and Five Year Plan for Vocational and Technical Education prepared by the community college).

7.3 Local Funding

7.31 Student Charges

(1) Any public junior college district, by resolution of the board, may require a tuition of each student attending its college in an amount not to exceed one-third of the per capita cost.

(2) Tuition of students carrying more or less than 15 semester hours of work shall be in the proportion which the number of hours so carried bears to 15 semester hours. No tuition charge can be set except as it relates to the number of hours in which a student is enrolled.

(3) Tuition charges shall be the same for all students. A college board of trustees cannot waive tuition charges to any student for any course. This does not prohibit the payment of a student's tuition cost by other agencies or individuals.

7.4 Financial Records

7.41 Accurate records of all of the business of the college pertaining to actions of the board, financial matters, legal proceedings, and other important activities shall be kept and protected in safe filing and storage facilities.

7.42 Section 103-22 of the Public Junior College Act as amended requires that records substantiating claims for reimbursement shall be retained for three years.

7.5 Accounting

The Uniform Accounting Manual is approved for use by all public junior colleges to qualify for state funding and recognition.

7.6 Budgeting

7.7 Purchasing

7.71 Public Act 77-721 requires that all contracts for supplies, materials or work involving an expenditure in excess of $2,500 be let to the lowest responsible bidder after due advertisement, except contracts which, by their nature, are not adapted to award by competitive bidding.

7.72 Public Act 77-126 allows for tax anticipation warrants for payment of charge-back tuition.

7.73 Public Act 77-1566 requires charge-back billings to exclude federal and other state funds. Statements must request payment for only the amount actually due. This Act also changes the date of charge-back notification to 15 September.

SECTION VIII

Physical Plant, Site and Construction

8.0 Site Approval Policies

Article III, Section 36 of the Public Junior College Act, reads as follows in referring to the powers of the local junior college Board of Trustees:

"To buy one or more sites for college purposes with necessary ground, and to take and purchase the site for a college site either with or without the owner's consent, by condemnation or otherwise; to pay the amount of any award made by a jury in a condemnation proceedings; and to select and purchase all sites without the submission of the question to any referendum. No such purchase may be made without the prior approval of the State Board. Purchases under this Section may be made by contract for deed when the board considers the use of such a contract to be advantageous to the district but a contract for deed may not provide for interest on the unpaid balance of the purchase price at a rate in excess of 6 per cent per year nor for a period of more than 10 years in which that price is to be paid. Title to all real estate shall be taken and held in the name of the board of the junior college district."

8.01 Upon receipt of a written request for site approval, the State Board causes a study of the request to be made by its staff. This staff study is based upon the following basic criteria:

(1) Location of the proposed site in relation to the geography and population of the entire district, and surrounding environment;

(2) Accessibility of the proposed site by existing and currently planned highways and/or streets;

(3) Cost of proposed site in relation to land values of the district and availability of site to be backed up by at least three appraisals, all of which must be completed by MAI (Member of the American Institute of Real Estate Appraisers) appraisers.

(4) Cost of development of the proposed site in relation to topography, soil conditions and utilities;

(5) Size of proposed site in relation to projected student population and land cost; and

(6) The number and location of alternate sites considered.

8.02 Upon completion of the staff study, a report and recommendation is presented to the State Board for action.

8.03 Following the approval of the site by the State Board, the Class I Junior College Board may purchase said site.

8.1 Junior College Building Projects

The policies stated below are those adopted by the State Board for projects to be constructed under provisions of Article V of the Public Junior College Act:

8.11 The State Board works with the colleges on continuous planning for building needs in keeping with the principles outlined in the recommendations of the Master Plan for Higher Education published by the Board of Higher Education and contained in the Public Junior College Act.

8.12 It is the policy of the State Board to apportion state funds to all junior college districts which have need, are eligible for, and capable of effectively using them by the end of the biennium in which a grant is made. Effective use means completion of building plans and working drawings and the taking of bids not later than April or May following the end of the biennium.

8.13 It is the policy of the State Board to set criteria and standards by which applications for state funds will be judged. Such criteria and standards will be subject to continuous study. Amendments will be made as experience and conditions show need for change.

8.14 Each junior college district desiring to participate in state financing of its building program shall submit its Master Plan for campus development to the State Board for approval by the State Board and the Board of Higher Education. State Board review of each application shall include a study of the specific building project in relation to the Master Plan. Significant changes in campus planning shall be approved by the State Board and the Board of Higher Education.

8.15 The policy of the State Board in accepting and processing applications for building projects is as follows:

(1) Applications for building grants must be submitted in compliance with the criteria set forth in the "Policies and Procedures for Review of Capital Funds Requests for Public Junior Colleges," approved by the Illinois Junior College Board and the Board of Higher Education.

(2) If a college desires to request deviation from any criterion set forth in said policies, a supplementary application shall be submitted. The petition accompanying the supplementary application shall state what changes in building plans as submitted in the basic application are requested and the reasons for requesting each stated change.

8.16 In accordance with the provisions of the Public Junior College Act, the Illinois Building Authority Act and the approved procedures of the Illinois Building Authority, Illinois Junior College Board, Illinois Board of Higher Education, and other pertinent agencies, State financing will be authorized for:

(1) Site acquisition.

(2) Site development including:

a. Site clearance, grading and earth movement, drainage, construction of water, sewer, gas, electric service lines and other required utilities, construction of streets and walks, installation of grounds lighting, construction of parking areas, finish grading, seeding, landscaping, and other work normally required to make land usable as a building site.

b. Normally, rock or blacktop surfacing is approved for parking areas. Concrete surfacing will be approved for state financing where cost and soil conditions merit.

c. Roads and streets shall be in accordance with specifications approved by the State Board. Such specifications will conform to those established by the State Highway Department for comparable roadways and streets.

d. The number of parking spaces to be provided from state financing shall be in accordance with a formula approved by the State Board.

e. Landscaping costs to be included in state financed site development shall be in accordance with specifications approved by the State Board.

(3) Buildings:

a. Classrooms.

b. Libraries.

c. Science laboratories and related science facilities.

d. Occupational, technical and semi-technical laboratories, shops and classrooms.

e. Fine and applied arts classrooms and laboratories.

f. Central utility facilities.

g. Administration and student personnel services facilities.

h. Physical education instruction facilities. Junior college baccalaureate oriented programs include required courses in physical education. Approved physical education facilities will include those appropriate for the teaching of such courses and physical education programs offered in other curricula as well. These are classrooms, gymnasiums and swimming pools designed as teaching stations. Space for spectator seating

and seats to be included in state financing shall not exceed that normally allotted for student use. Colleges desiring to build spectator space and seating for use by the general public in sports events will be required to provide for the financing of such space from sources other than state money. This policy will apply to the general design and size of a gymnasium as well as floor space for seating. Colleges are encouraged to design gymnasiums for a high level of utilization as teaching stations.

i. Student lounge areas appropriate to the needs of a commuter institution. Facilities for student services are necessary for junior colleges. State funds may be used to the extent they are appropriate to a commuter college. They may include food services, lounge areas, study areas, facilities for student activities such as newspaper editing, student government, etc.

(4) Approved administrative and legal expenses.

8.17 Outline of Procedures for Junior College Construction Projects

	CCBT	IJCB	IBHE	CDB
(1) Submission of original or updated educational Master Plan	A	A	A	S
(2) Submission of preliminary educational program statement for construction projects	A	A	S	S
(3) Request for construction planning money	A	A	A	S
(4) Release of planning funds for preliminary design (after funds are appropriated)	I	I	I	A
(5) Selection of Architect. (The selection of the architect(s) is to be initiated and approved by the local community college board of trustees. At times it will be necessary to select an architect before step 2 listed above)	R	I	I	A
(6) Selection of campus site (if applicable)	A	A	S	S
(7) Preparation of preliminary/schematic design	A	S	S	A
(8) Submission of preliminary building application and request for construction funds	A	A	A	S

		CCBT	IJCB	IBHE	CDB
(9)	Release of planning funds for working drawings	I	I	I	A
(10)	Preparation of working drawings and bid documents	A	I	I	A
(11)	Submission of final building application and construction budget (if construction funds are appropriated)	A	A	A	S
(12)	Release of construction funds (if appropriated)	I	I	I	A
(13)	Advertise for bids	R	I	I	A
(14)	Open bids and award contracts	A	I	I	A
(15)	Project construction	I	I	I	A
(16)	Submission of change orders				
	(a) technical nature	A	I	I	A
	(b) change in type, scope or increased cost of facilities	A	A	S	S

Legend

A = Approval of Agency
I = Information item to Agency
R = Recommendation by Agency
S = Step to be reviewed by Agency staff

CCBT = Local College Board of Trustees
IJCB = Illinois Junior College Board
IBHE = Ill. Board of Higher Edu.
CDB = Capital Development Board

8.2 Capital Funding

The policies stated below are those adopted by the State Board for the review of capital funds requests for public junior colleges:

8.21 Background

(1) The Illinois Junior College Board and the Board of Higher Education in keeping with their statutory responsibility for review and approval of capital projects have directed the development of a joint statement of policies, procedures and criteria to be employed in a review of capital funds requests under provision of the Public Junior College Act.

(2) Policies, procedures and criteria hereinafter specified are based upon experience and current studies of capital needs and costs. Continued monitoring of these factors will be conducted by the Illinois Junior College Board and the Board of Higher Education for the purpose of such policy modification, from time to time, as is dictated by quality educational programming and cost efficiency factors.

8.22 Procedures for Review of Enrollment Projections

The Illinois Junior College Board and the Board of Higher Education will review enrollment projections and assumptions submitted in applications for state and federal funding of capital projects in light of such school census data, attrition and retention rates, curricula and program developments, student enrollment patterns and other criteria as deemed necessary in establishing facilities requirements. Appropriate standards and methodology for enrollment projection shall be developed by the Illinois Junior College Board in consultation with the institutions.

8.23 Procedures and Criteria for Review of Project Efficiency

(1) The Illinois Junior College Board and the Board of Higher Education shall review all applications for state and federal funding, in light of such cost and efficiency criteria as are deemed essential to meet such minimum standards as are determined, from time to time, to be in the best interest of educational quality and economy.

a. Deviations from established criteria may be approved by these reviewing authorities if adequately justified by applications clearly demonstrating specific exceptions for program needs or unique local circumstances.

b. Construction costs will be adjusted according to recent bid experiences and cost indices.

c. At the time of review of capital project plans and applications for state funding submitted by Class I Junior College Districts, the Illinois Junior College Board and the Board of Higher Education shall determine the extent of state and federal funds participation, in a sum not exceeding 75 per cent of the cost of the project or as much thereof as qualifies by application of the following criteria.

d. Local Class I districts may elect to fund projects to any extent greater than 25 percent of the project costs with full acceptance of the condition that there is no assurance of recovery of funds by transfer of property to offset the local share of future construction. Such projects shall be submitted for approval by the Illinois Junior College Board and the Board of Higher Education and criteria of space per student, building efficiency, cost and other factors as may be established from time to time shall apply.

(2) The following procedures and criteria are adopted for review of applications for state and federal funds available in 1967 or thereafter, with the exception that the Phase IA and Phase 1B projects approved for funding by the Illinois Junior College Board before January 1, 1967, shall be constructed in accordance with the criteria applied at the time of approval.

a. Credit for Land

(i) That portion of real estate to be transferred as a part or all of the contribution of a junior college district for building purposes must, prior to transfer to the Illinois Building Authority, be appraised by three appraisers appointed or approved by the Illinois Building Authority.

(ii) The maximum acreage of real estate in which the state will share in cost for a campus shall not exceed:

Full-time Equivalent On-Campus Day Students	Site Acreage
For the first 1,500 students	100
For the next 1,500 students	150
Above 3,000 students	200

b. Other Capital Improvements

(i) The net assignable space to gross square foot ratio shall not be less than .65. (As defined in "Classification of Building Areas" distributed by the National Academy of Science, National Research Council, Washington, D.C., publication 1235.)

(ii) Facilities required shall be determined on the basis of full-time equivalent on-campus day students.

(iii) The gross square feet of all space per full-time equivalent on-campus day student shall not exceed:

(a) For facilities other than occupational program instructional shops:

FTE Day Students	Gross Square Feet Per FTE Day Student
For the first 1,500 students	110
For the next 1,500 students	100
For each student above 3,000	90

(b) For occupational program instructional shops, 140 gross square feet per FTE day student enrolled in courses using such shops.

(iv) Costs of construction, to include architects' fees, fixed equipment, construction to the five foot line and contingencies shall not exceed that dollar amount permitted per gross square foot for the biennium.

(v) Costs of site clearance, site development, central utility facility and utility extension beyond the five foot line shall be reviewed separately and in accordance with local conditions and costs.

Item (iii) b. above states: "For occupational program instructional shops 140 gross square feet per FTE day student enrolled in courses using such shops." The following definition and enumeration of eligible occupation oriented shops has been approved for use in computing maximum allowable gross square feet for a junior college campus.

8.24 Definition of Instructional Shops

Instructional shops and laboratories for occupational programs are generally considered as those shop areas and instructional laboratories developed for the conduct of those phases of instruction wherein students observe and perform activities in planned experiences at appropriate work stations. The learning experience provided involves the manipulation of machines, materials, and equipment and the observation of processes.

Such laboratories are to be distinguished from other instructional laboratories in that the presence of machinery, material and equipment and the space requirements for activities involved in experimentation, observation and manipulation of them is of a magnitude exceeding that of student stations confined to desks, tables, laboratory benches and similar stations.

8.25 Enumeration of Eligible Occupation Oriented Shops

(1) Agriculture

Agricultural Mechanics
Agricultural Production
Horticulture-Floriculture
(Farm buildings and field facilities excluded from space allocation)

(2) Construction Technologies

Air Conditioning
Heating
Refrigeration
Cabinet Making
Sheet Metals
Construction Trades

(3) Data Processing

Key-punching
Machine Operation
Computer Operation

(4) Engineering and Industrial Technologies

Architectural
Ceramic
Chemical
Civil
Drafting and Design

Electrical
Electro-Mechanical
Electronic
Industrial
Instrumentation
Mechanical
Petroleum

(5) Graphic Arts Technologies

Commercial Art-Advertising Design
Photography
Printing

(6) Transportation Technologies

Automotive
Aviation
Heavy Truck

(7) Textile Technologies

Textile Production and Fabrication
Dressmaking
Tailoring
Textile Design
Upholstering

(8) Welding

(9) Health Occupations

Practical Nursing
Technical Lab. Assistant
X-Ray Assistant
Occupational Therapy
Physical Therapy
Dental Assistant
Dental Lab. Assistant

(10) Cosmetology

(11) Food Services

(12) Other

8.26 Change Orders

Local boards of trustees of community colleges may contribute additional local funds beyond the previously authorized project budget for change orders necessary to meet unusual circumstances that develop during construction projects, with the prior approval of the Illinois Building Authority and the staff of the Illinois Junior College Board, when such change orders would not increase the size, scope, or quality of a project nor require additional

state funds. If such change orders would result in a modification of the size, scope, or quality of the project or require additional state funding, prior approval must be obtained from the Illinois Junior College Board and the Illinois Board of Higher Education.

8.27 Dormitories

The Illinois Junior College Board does not approve the construction, development, utilization, financing, or operation of dormitories by the public junior colleges of Illinois. However, public junior colleges would be permitted to assist students in obtaining housing from private enterprises off campus when appropriate.

8.3 Parking Facilities for Illinois Institutions of Higher Education

8.31 Surface Parking

Subject to the schedules and conditions outlined below and to the establishment of need for surface parking facilities, institutions may request state funds in capital budgets to supplement programs of local revenues pledged to parking installation costs.

8.32 Schedule of Decreasing State Funds Participation

(1) State funding participation in surface parking facilities at junior college campuses to follow the 25% local and 75% state funding statutory provisions for parking facilities installed prior to July 1, 1975, subject to the initiation of parking fee incomes, or the establishment of local funding sources or a combination of parking incomes and specific local fund sources to offset state funds participation after July 1, 1975.

(2) Parking facilities installed after July 1, 1975 are not to be supported beyond land costs by state funds participation excepting for new junior college campuses which may request and receive state funds according to capital funding procedures for three consecutive biennia.

(3) Since junior college districts, by statute, must participate at least 25% in land and capital improvements costs and further provide operation and maintenance costs on a shared basis with the state, they should not be required to follow as restricted a schedule as senior institutions toward self-amortization of parking.

8.33 Parking needs are generated at a ratio of 80% of full-time equivalent faculty and staff and at the following ratios for full-time equivalent day student enrollments:

(1) Public transportation generally available 20% of full-time equivalent students.

(2) Limited public transportation available 50% of full-time equivalent day students.

(3) No public transportation available 65% of full-time equivalent day students.

8.34 These guidelines are suggested as the means of determining the extent of state funds participation in costs of land, capital improvements installation and operation and maintenance costs of parking programs. Local circumstances may require less parking than provided by applications of these guidelines.

8.35 Parking facilities proposals exceeding these guidelines which are to be funded from other than state funding will be reviewed as non-instructional facilities and in terms of the guidelines and criteria contained herein.

8.4 Related Space Guidelines

8.41 Facilities Codes

All construction, remodeling and renovation of facilities to be used for Class I Junior College purposes under the jurisdiction and authority of the Illinois Junior College Board shall, insofar as it is feasible and local conditions permit, be made in conformity with the:

(1) National Building Code recommended by the National Board of Fire Underwriters.

(2) Life Safety Code, NFPA No. 101 of the National Fire Protection Association.

Current editions of these codes shall apply.

8.42 Any course approved by the Illinois Junior College Board for state funding in the instructional programs or public service activities may have enrollments counted for space needs for construction formulas.

8.43 For any course approved by the Illinois Junior College Board to be offered by a community college but <u>not</u> approved for state funding in the instructional program or public service activities, enrollment in such courses would not be counted for space needs for construction formulas, with the exception that approved courses not eligible for state funding because 50% or more of the support comes from federal or other state agencies could have the enrollments counted in the formula for construction purposes.

8.44 Locally Funded Junior College Construction Projects

A public community college may proceed on a completely locally funded building project without IJCB approval (but with notification of the project action to the IJCB staff for the records) if the following criteria are met:

(1) The facility is designed to last less than five years.

(2) If designed to last five or more years, the facility meets the following requirements:

a. Was a part of the Master Plan approved by the IJCB.

b. Was a part of the approved building application approved by the IJCB

c. Has no new implications for instructional or public service programs.

d. Will not be submitted as a local credit on a future state-funded building project.

(3) The facility will cost less than $100,000.

Projects that do not meet the conditions above must be presented to the IJCB for review and action.

SECTION IX

Research and Management Information

9.0 Institutional

9.01 Each public junior college shall have a formalized procedure for collecting, analyzing and reporting data which can be used as a basis for the improvement of administrative procedures, instructional practices and student personnel services. The Illinois Junior College Board will require such data as are necessary for it to make a thorough, comprehensive and continuous study of the statutes of junior college education, its problems, needs for improvement, and projected developments.

9.02 Individual colleges should be involved in continuing studies of student characteristics, including student attrition, admission practices, grading policies and practices, faculty characteristics, performance of transfer students and graduates from other programs, and other subjects as may be pertinent and necessary.

9.1 Program Evaluation

9.11 Each college shall develop procedures for the continuous evaluation of instructional programs.

9.12 Techniques of evaluation should include follow-up studies, use of advisory committees, use of outside consultants, etc. Students, faculty and administration should all be involved in evaluation procedures.

9.2 Management Information System Policies

9.21 The State Board has approved the Management Information System Manual for use by all public junior colleges in Illinois as a requirement for state recognition.

9.22 Social Security Numbers for Junior College Employees

(1) All employees of Illinois public junior colleges must obtain and submit a social security number to the college in which he/she is employed.

(2) Failure of the employee to comply with the social security regulation may result in the withholding of pay until such social security number is furnished the employer, after a request and reasonable length of time is given for compliances.

9.23 Social Security Numbers for Students Enrolled in Illinois Public Junior Colleges.

(1) All enrolled students, both full-time and part-time and both domestic and foreigh, must obtain and submit

a social security number to the public junior college in which he/she is enrolled.

(2) Failure by a student to comply with the requirement to submit a social security number to the college after a request and reasonable length of time is given for compliance may result in any or all of the following actions:

a. The Illinois public junior college may withhold credit for failure to comply with the submission of a social security number.

b. The college may withhold grades for failure to comply with the submission of a social security number.

c. The Illinois public junior college may administratively withdraw a student for failure to comply with the submission of a social security number.

SECTION X

Deadline Dates

10.0 Deadlines for State Board Action on New Units of Instruction

10.01 Because of problems in processing new program applications by the staffs of the Illinois Junior College Board and the Illinois Board of Higher Education, it is necessary to provide sufficient lead-time for adequate processing of new instructional units as follows:

Deadline Date to Submit to IJCB	IJCB Action	Deadline Date for IJCB to Submit to IBHE	IBHE Action	Deadline Date for IJCB to Submit to IBHE
December 1	January	February 1	March	Summer Term
March 1	April	May 1	June	Fall Term
August 1	Sept.	October 1	Nov.	Winter and/or Spring Term

10.02 Programs should be submitted as early as possible--hopefully long before the deadline dates identified above. Please note that programs may be submitted at an earlier Illinois Junior College Board or Illinois Board of Higher Education action date, such as Fall term proposals at the November or March Illinois Board of Higher Education meetings.

10.1 Deadlines for State Board Action on New Units of Public Service

(Copy to come)

10.2 Deadline for Submission of Master Plans

Master plans are due on April 1

10.3 Deadline for Submission of Capital Requests

Capital requests are due in August

10.4 Deadline for Submission of Special Disadvantaged Student Project Grant Proposals

(Copy to come)

10.5 Deadline for Submission of Management Information System Reports

10.51 Directory update — August

10.52 Enrollment Data — 25th day of each term

10.53	S (Course Section Enrollment and Space Utilization Data Card) H (Headcount Enrollment Data Card) K (Credit Hours Enrollment Data Card) Z (Curriculum Enrollment Card)	Due with Apportionment Claim as defined by Legislation
10.54	Update M (Course Master Card) D (Course Master Card)	15 days after approval notification by IJCB
10.55	Administrative Salary Data	November 1
10.56	Faculty Salary Data	November 1
10.57	Unit Cost Study Data	September 15

10.6 Deadline for Submission of Financial Claims and Reports

10.61 Apportionment Claims

REGULATIONS CONCERNING THE FILING OF CLAIMS AND OTHER FINANCIAL DOCUMENTS WITH THE IJCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(1) Original Apportionment Claim	30 days after midterm	4 copies of IJCB 7-74 plus Required Documentation	For all Apportionment, Non-Business Occupational, Equalization and Veterans Claims
(2) Supplemental Claim	30 days after end of term (1 per term)	4 copies of IJCB 4-74 plus Required Documentation	Late claims with justification will be processed for payment during the lapse period (7/1-9/30) following the end of the fiscal year, provided funds are available
(3) Non-Business Occupational Claim	30 days after midterm	4 copies of IJCB 4-74NBOC plus Required Documentation	Late claims without justification for late submission will not be paid and will be returned
(4) Supplemental Non-Business Occupational Claim	30 days after end of term (1 per term)	4 copies of IJCB 4-74NBOC plus Required Documentation	All payments for late claims with justification must be approved by the IJCB at its monthly meeting

10.62 Equalization Claims

(1) Original Claims (In-district)	30 days after midterm	4 copies of IJCB -4E:71 plus Required Documentation	Supplemental claims will not be allowed if original claim is not filed within time limits
(2) Supplemental and Out-of-District	30 days after end of term	4 copies of IJCB -4E:71 plus Required Documentation	

10.63 Veterans Claims

REGULATIONS CONCERNING THE FILING OF CLAIMS AND OTHER FINANCIAL DOCUMENTS WITH THE IJCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(1) Original Claim	Same as Apportionment Claims	4 copies of IJCB 4VS:71 plus Required Documentation	
(2) Supplemental Claims			

10.64 Annual Operating Budget

(1)	Annual Operating Budget	15 days after adoption of budget by local Board; in no case later than Oct. 15	3 copies of budget in the form specified by the Uniform Accounting Manual; Budget forms in Chapter 5 Uniform Accounting Manual (pp. 62-78)	Budgets submitted after Oct.15 are subject to the following regulations; 1. Funding will be suspended for any school not submitting 3 copies in the proper format before Oct. 15. 2. Budgets submitted after Oct. 15 but before official deadline for Nov. meeting will be recommended for approval at Nov. meeting and funding restored on Dec. 1 (assuming favorable Board action). 3. Budgets submitted after the deadline for the Nov. meeting will be presented to the Board for approval at the next succeeding meeting for which the deadline is met and funding restored on the first of the second next succeeding month.

10.65 Annual Audit

REGULATIONS CONCERNING THE FILING OF CLAIMS AND OTHER FINANCIAL DOCUMENTS WITH THE IJCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(1) Annual Audit	December 1 following the end of the fiscal year	4 copies with these requirements for 1971-72: 1. Statement of verification of enrollment 2. Schedule of enrollment data 3. Note on basis of accounting 4. Statement on Internal Control 5. Uniform Conversion Statements For 1972-73: 1. All of the 1971-72 requirements plus 2. Junior College Audit Questionnaire 3. Computation of ratio of Tuition to Total Costs 4. Computation of rate of funding on programs funded by federal and other state funds. Audit forms in Appendix D of Uniform Accounting Manual	All districts whose audits are submitted after Dec. 1 will be subject to the following regulations: 1. Funding will be suspended on Dec. 2. 2. Those districts submitting letters of explanation before Nov. 15 will have such letters presented at the Dec. meeting and if approved, funding will be restored immediately upon the receipt of the audit in proper form. 3. Those districts not submitting a letter of explanation before Nov. 15 will have their funding suspended until the next second succeeding Board meeting from the date the audit is received, providing favorable Board action. The IJCB considers the late submission of an audit report a serious matter and reserves the right to require further reports, investigations, hearings, etc., before restoring funding for a district which is late in submitting its audit.

10.66 Published Annual Financial Statement

REGULATIONS CONCERNING THE FILING OF CLAIMS
AND OTHER FINANCIAL DOCUMENTS WITH THE IJCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(1) Published Annual Financial Statement	Must be published by Nov. 15; must be submitted to IJCB by Dec. 1	3 copies to be submitted to IJCB. Format is specified in the Uniform Accounting Manual. A Certificate of Publication must accompany each financial statement. Forms for Published Financial Statement (pp. 8-10 Uniform Accounting Manual)	Districts who fail to publish and/or fail to submit to the IJCB their financial statement are subject to the following regulations: 1. Funding will be suspended. 2. Funding will be restored upon approval by the IJCB upon the second succeeding Board meeting following the publication or submission to the IJCB, whichever is later.

10.67 Certification of Charge-back Reimbursement

(1) Certification of Charge-back Reimbursement	30 days after the date of the completion of the audit (as indicated on the auditor's opinion), but in no case later than Dec. 1.	Form specified in Uniform Accounting Manual. Three copies required. Forms on pp. 14-15 of Uniform Accounting Manual.	Late submission to IJCB: 1. Funding suspended. 2. Funding restored upon the second succeeding Board meeting from the date received.

10.68 Charge-back Billings to Other Districts

REGULATIONS CONCERNING THE FILING OF CLAIMS
AND OTHER FINANCIAL DOCUMENTS WITH THE IJCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(1) Charge-back Billings to Other Districts	End of term for the term for which the other district is to be billed.	Left to the Discretion of the college.	The district to be billed is not liable for any charge-backs for which it has not been billed by the other district within the specified time limits.

10.69 Certificate of Tax Levy

(1)	Certificate of Tax Levy	30 days after date of levy	Form provided by IJCB. 3 copied required. Form IJCB-TL 1	Late submission: 1. Funding suspended until second next succeeding Board meeting after receipt.

10.7 Annexation Information

10.71	Preferential Resolution for Annexations	As defined by legislation
10.72	Concurring Resolutions from Junior College Districts	As defined by legislation

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 31 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION